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ABSTRACT

The California Evaluation Improvement Project (EIP) was initiated to improve evaluation skills of educators through in-service training and to improve the use of evaluation data for program improvement by local education agencies. Four aspects of EIP are discussed: (1) determining evaluation needs; (2) selecting an appropriate service delivery method; (3) delivering the service; and (4) evaluating the effectiveness of the assistance. It was determined that evaluation needs centered on determining the purposes of evaluation; developing a plan; selecting or developing assessment instruments; collecting and analyzing data; reporting results; and applying the findings. Eight county offices of education, established as a network of EIP centers, provided delivery service to local education agencies by offering in-service training. Recipients of in-service training ranged from local education agency middle management personnel to parents, teachers, and members of boards of education. Follow-up studies on the effectiveness of the EIP showed favorable results. (Results of the survey of program participants, including comments offered, are included). (MH)

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ASSISTING SCHOOL DISTRICTS IN UPGRADING OR ESTABLISHING EVALUATION CAPABILITIES

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Assisting School Districts in Upgrading or Establishing Evaluation Capabilities

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The California Evaluation Improvement Project (EIP) began in 1974 and was funded for a three-year period under an ESEA Title V-C grant from the U.S. Office of Education. Purpose of this project was 1) to improve the evaluation skills of educational practitioners through in-service training, and 2) to improve the use of evaluation data for program improvement at the local level.

Increased emphasis on assessment and evaluation began in California when a state assessment was first mandated in 1962 for the purpose of providing the legislature and the local education agency (LEA) with information about the strengths and weaknesses of educational programs. At that time, federal and state requirements to evaluate specially funded programs did not exist. It was not until the late 1960s that California began to feel the effects of having to meet multiple requests for evaluation data for growing numbers of federal and state funded programs. As the number of programs grew so did the demands to evaluate them and to collect data at both state and local levels.

It soon became apparent that most LEAs knew very little about how to evaluate the effectiveness of their programs much less how to collect and report data. In response to this situation and the state's need to aggregate data at the state level, the California State Department of Education, under the direction of Alex Law in the Office of Program Evaluation and Research, began to develop guidelines for reporting data, including standardized forms. Data collected were primarily descriptive in nature and designed to meet state and federal reporting requirements. They did not, however, lend themselves to any particular utility at the local level other than meeting the reporting requirements. It is not surprising, then, that the completion of the required forms was seen as necessary but separate from the evaluation of programs for the improvement of instruction.

Few LEAs had staffs with the expertise to be able to conduct good evaluations that could tell whether a program had been effective or ineffective. It was the recognition of this state of affairs that led the California State Department of Education to design the Evaluation Improvement Project.

The uniqueness of the system that was developed is attributed to four major criteria which guided the course of the project:

1. Purpose of the training could not be expected to make instant "experts" of the participants, but rather to sensitize them to the elements of good evaluation and to be able to recognize their own limitations and know when to call on experts.
2. The training materials that were to be developed had to be accepted as understandable, practical, and workable by the potential users. They were not to be something handed down by professional evaluators who did not operate at the local level.
3. The delivery system was to be decentralized through autonomous units with the activities coordinated by the state.
4. A pool of expertise should be developed within the state that would be left after the federal funding had ended.

In keeping with the intended format of this symposium, the report that follows focuses on four aspects of this project:

1. determining evaluation needs
2. selecting an appropriate service delivery method
3. delivering the service
4. evaluating the effectiveness of the assistance

In doing so, much of the detail concerning the development of materials has been curtailed. However, for those who are interested, the in-service training materials that were developed have been commercially published and are available through Educational Testing Service.[1]

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[1]California State Department of Education. The evaluation improvement program. Princeton, N.J.: Educational Testing Service, 1977.

Determining Evaluation Needs[1]

Previous experience had given a fair indication of where the needs were. With the exception of the larger ones who could afford to hire specialists in evaluation, most LEAs simply did not have the staff who were trained in the basic elements of program evaluation. These elements were initially organized into seven major components:

1. determining the evaluation purposes and requirements
2. developing an evaluation plan
3. selecting or developing assessment instruments
4. collecting the data
5. analyzing evaluation data
6. reporting evaluation results
7. applying evaluation findings

In the first few months after the project began, a needs assessment of both LEAs and county offices of education was conducted to determine whether this was a reasonable organization and to what extent local educators perceived 1) the availability of program evaluation services, and 2) their own levels of competency in various evaluation skills. Other descriptive data were also collected in order to determine the state of the art in local program evaluation. A copy of the LEA (District Office) survey form is attached.

A stratified random sampling procedure was used to select 630 of the state's 1046 LEAs according to size and type of school district. All 58 county offices of education were also given a slightly modified version of the LEA survey.

A total of 410 responses were received from LEAs for a 65 percent return. This represented approximately 40 percent of the state's LEA population. The distribution by size and type of district was as follows:

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[1] Portions of this section were taken from: Rotzel, A. Report on survey results. Redwood City, California: Evaluation Improvement Project, San Mateo County Office of Education, June 1975 (unpublished report).

SIZE OF DISTRICT	TYPE OF DISTRICT: Elementary	Secondary	Unified
Small	N=132 33%[a]	N=23 37%	N=44 39%
Large	N=114 40%	N=22 52%	N=75 52%

Forty-five of the 58 (78 %) county offices of education responded.

Results: Responses from LEAs

In section one of the survey, "Federal or State-funded [categorical] Programs," LEA respondents were asked to identify sources of help used for the seven major types of evaluation tasks (components). From table 1. it appears that school level classroom and district personnel were involved in all of the evaluation tasks with a higher frequency of occurrence than the other sources of assistance.

Table 1

Sources of Help: Federal or State-Funded Programs: LEAs

Components of Comprehensive Program Evaluations / SOURCES	Schl. Level Classroom Personnel	Schl. Level Non-Classrm. Personnel	District Personnel	County Office Personnel	State Dept. Consultants	Outside Paid Consultants	OTHER (Specify)
(EXAMPLE) Collect Data	X					X	
Determine Purpose	59.0	31.0	71.2	31.0	31.0	9.5	
Develop Evaluation Plans	65.4	39.5	72.7	35.9	24.6	16.6	
Obtain Instruments/ Tools	42.2	25.4	69.0	36.3	17.1	11.7	
Collect Evaluation Data	82.9	44.6	61.7	22.2	5.4	10.5	
Analyze Evaluation Data	50.0	32.9	73.9	31.5	15.6	18.8	
Report Results	37.8	28.3	75.9	24.6	9.5	13.9	
Apply Results to Planned Purpose	81.2	43.9	66.8	19.0	5.6	4.6	
Average % =	60.0	35.1	70.2	28.6	15.5	12.2	N=410

[a]Percentages represent percent of total number of LEAs in the total population.

A similar question was asked in section two regarding the sources of help used to evaluate locally funded (regular) programs. There were no appreciable differences over the results found for federal- or state-funded programs.

Section three of the survey, which dealt with types and grade levels of programs being evaluated, was not analyzed due to apparent difficulty in understanding the directions or respondents' lack of information about the types and grade levels of program currently receiving evaluation services.

In section four, two basic questions were asked: 1) Do staff members have adequate evaluation skills for evaluating categorical and regular programs? and 2) Would districts like to see training programs developed to teach evaluation skills? Table 2 indicates that the average percentage of responses for staff skill adequacy is essentially the same across categorical and regular programs.

Table 2

Staff Skills and Training Program Needs: LEAs

Components of Comprehensive Program Evaluations	Staff Has Adequate Skills		Would Like to See Training Programs Developed
	Categorical Programs	Regular Programs	
Determine Purpose	46.6	45.9	42.9
Develop Evaluation Plans	30.7	30.2	63.9
Obtain Instruments/Tools	32.0	29.3	56.1
Collect Evaluation Data	43.9	42.9	42.7
Analyze Evaluation Data	31.5	27.3	62.9
Report Results	40.5	38.3	45.4
Apply Results to Planned Purpose	32.7	31.0	62.9
Average % =	36.8	35.0	53.8

N=410

Table 2 also suggests that more than 50 percent of the LEA respondents indicated a desire to have evaluation training programs available for program staff.

In the concluding section of the survey, respondents were asked to "comment on what you consider to be the chief roadblocks or constraints to conducting good program evaluation in schools." Table 3 identifies the ten categories that correspond to the types of replies varying numbers of the respondents made. The most frequently acknowledged categories mentioned are: lack of time (32%) and lack of knowledge and skills (23%).

Table 3

Chief Roadblocks to Good Program Evaluation: LEAs

Categories	Responses N	Percent
Lack of Time	129	32
Lack of Knowledge/Skill	96	23
Staff Resistance	71	18
Lack of Personnel	62	15
Lack of Inservice Training	46	12
Lack of Interest/Desire	42	10
Misconceptions about Evaluation	34	8
Lack of Funds	33	8
Lack of Planning	22	5
Lack of Equipment/Materials	15	4

Results: Responses from County Offices of Education

The modified version of the LEA survey that was used to obtain information from county offices of education directed respondents to consider programs conducted both by county offices and by those LEAs for which they were responsible. In contrast to the LEA responses, the county office respondents saw much greater involvement of their personnel (86%) and less

involvement of classroom personnel (29%) and district personnel (51%). This is no particular surprise since their perspective can be expected to differ. Results for both categorical and regular program were quite similar.

The information in table 4 shows the same pattern identified by LEA respondents, in that the majority of the respondents recognize the need to improve the level of evaluation skill proficiencies. While the county office personnel appear to see the same skill deficiencies, they are more responsive to the need for training sessions for program personnel (64% need) as compared to the district respondents (54% need).

Table 4

Staff Skills and Training Program Needs

County Office

Components of Comprehensive Program Evaluations	Staff Has Adequate Skills		Would like to See Training Programs Developed
	Categorical Programs	Regular Programs	
Determine Purpose	46.7	42.2	53.3
Develop Evaluation Plans	33.3	28.9	77.8
Obtain Instruments/Tools	40.0	33.3	64.4
Collect Evaluation Data	48.9	42.2	53.3
Analyze Evaluation Data	37.8	33.3	73.3
Report Results	44.4	40.0	60.0
Apply Results to Planned Purpose	31.1	31.1	68.9
Average % =	40.3	35.9	64.4

Finally, table 5 shows that the county office personnel again have similar perceptions of the types of constraints that hinder the development of adequate program evaluation as compared to LEA respondents. In order of frequency, lack of knowledge and skills (31%); staff resistance (29%); and lack of time (27%) were identified as key roadblocks.

Table 5

Chief Roadblocks to Good Program Evaluation

County Office

Categories	Responses N	Percent
Lack of Knowledge/Skill	14	31
Staff Resistance	13	29
Lack of Time	12	27
Lack of Interest/Desire	8	18
Lack of Personnel	7	16
Misconception about Evaluation	5	11
Lack of Funds	2	4
Lack of Inservice Training	1	2
Lack of Equipment/Materials	1	2
Lack of Planning	0	0

Selecting an Appropriate Service Delivery Method

The selection of an appropriate service delivery method was done primarily on logical grounds.

Funding for this project came about when special flow-through funds were made available to states by the federal government for the purpose of developing local evaluation competencies. With a limited amount of funds, the money would have been quickly dissipated had it been distributed to LEAs by the usual formula method. Instead a network of eight county offices of education was established; these became EIP centers.[2] County offices in California have long functioned as an intermediate unit between the state and the LEA. Through them, assistance would be given to LEAs. By using this method, it was hoped that the impact of the available resources could be maximized.

The counties selected were geographically distributed so that they could serve other neighboring counties and each of the other 50 counties in California was assigned to one of the eight regions. Thus, a network that could serve the entire state of California was established. Each EIP center was staffed with one to four people, depending on size and location.

[2]Participating county schools offices include Fresno, Los Angeles, Orange, Sacramento, San Diego, San Mateo, Shasta, and Sonoma.

Once the network was established, planning for a series of four-day in-service training sessions began. Since the materials were still to be developed by staff members from two of the eight centers, field testing and validation of the materials became a very important first step. Once materials had been developed,[3] two "invitational" in-service training sessions were held, and the materials were critiqued. Revisions were then made, and each center announced the availability of the training sessions.

In-service training was selected as the primary delivery method for the first three years. Again, the reason for this was that it could give the widest exposure to the largest number of people and thus have greater impact.

One other important feature of the delivery system is that there has been an effort to train additional people within each center's region who can, in turn, act as trainers of others. Since the resources of the EIP centers have been limited, the discovery of additional people within the area they serve who are willing and able to assume a leadership role in their own or neighboring LEAs has become an important resource. As of this writing, approximately 270 have been trained as trainers in various parts of the state.

Delivery of Service

The original target audience had been LEA personnel with "middle-management" responsibilities--those with administrative or supervisory positions, including program directors, evaluators, and other nonteaching positions. By the end of the first year more than 1,300 people had participated in the workshops. During the second and third years many modifications were seen. The four-day workshops were shortened to three days for the primary target audience. One-day or half-day sessions were planned as mini-workshops for those who had taken the longer workshops the previous year. Special short presentations were planned for other interested groups, such as parents and members of boards of education. By the end of the third year, close to 3,000 people had been exposed to some form of training.

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[3] Much more could be said about the developmental process through which the materials went; however, that is outside the scope of the present symposium. For those interested, the materials are now commercially available through Educational Testing Service.

During the last two years, further modifications have taken place. Fewer standard workshops are given, and more customized services have been provided. EIP center staff members work with individuals or small groups applying what they have learned to their own specific evaluation needs.

Thus the delivery system has changed to meet the needs of the audience.

Evaluating the Effectiveness of the Assistance

To try to determine the effectiveness of the assistance, two follow-up studies were carried out[4]--one on first-year participants and one on second-year participants.

A stratified random sampling technique was used for both years with the variable being EIP center regions. That is, the number of participants selected from each of the eight EIP regions was proportional to the total number of participants in that region. Table 6 below shows the actual numbers and percentages in the two populations and samples together with the percentages of returns.

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[4]Finley, Carmen J. Evaluation Improvement Project Follow-up Study of Spring 1975 Workshop Participants. Unpublished report, California State Department of Education, April 1976.

Finley, Carmen J. The California Evaluation Improvement Project: A follow-up study comparing first-year and second-year participants. Unpublished report, California State Department of Education, July 1977.

Table 6

Numbers and Percents in Population and Sample, and Percent Return
Year 01 and Year 02 Participants

Year	Number in Population	Sample Size	Sample Percent	Number of Responses	Percent Return (of sample)	Percent Return (of population)
01	1318	580	44	375	65	28
02	934	325[a]	35	235	81	25

As may be readily seen, a response rate of 81 percent was attained during Year 02 and compares quite favorably with the 65 percent return rate for Year 01. This is attributed to improved follow-up procedures, which involved the close cooperation of each of the EIP regional centers.

A questionnaire was designed which attempted to discover behavioral changes that could be attributed to participation in the workshops. Participants were asked such things as whether they had 1) made use of any of the information presented, 2) sought further information or training on any of the workshop topics, 3) tried to involve other professional staff in improving their skills in evaluation, and 4) were doing anything differently in program evaluation as a result of their participation in the workshop. They were also encouraged to express their current attitudes towards evaluation and the evaluative process. Sufficient demographic data were also collected to determine the characteristics of the audience reached. While this survey technique has all the limitations of any self-report, the overall responses seemed to provide some evidence that the assistance did have some impact.

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[a] This number was reduced from 325 to 291 for purposes of determining percent return. Thirty-four people who received a follow-up questionnaire claimed they "did not attend" or did not remember attending the EIP workshop. This discrepancy may reflect both error in the original lists of participants provided and persons who may have attended for a short period and forgot (our "failures").

Results

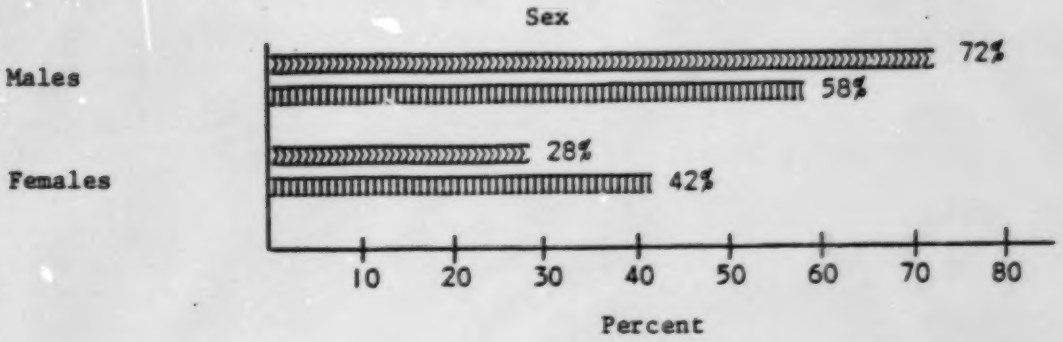
The results are presented in two sections: 1) characteristics of participants and 2) evaluation of workshop sessions.

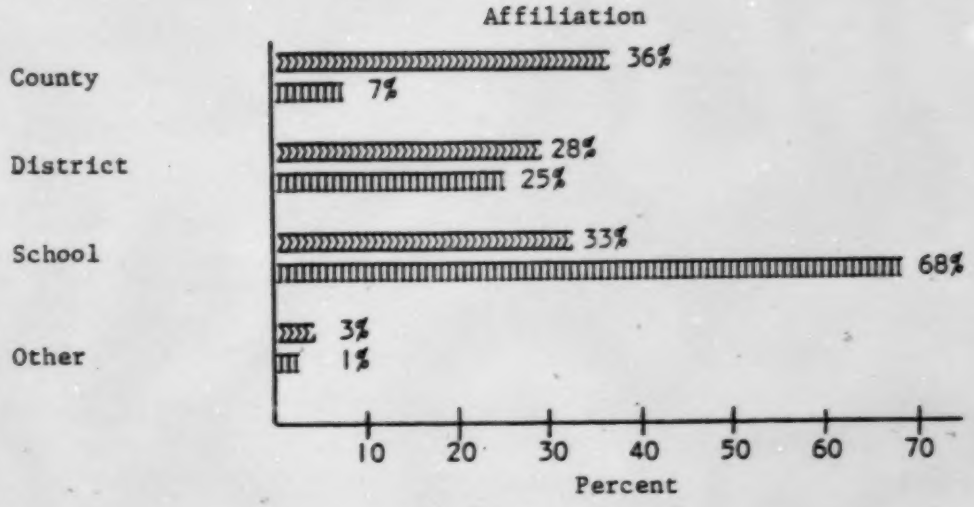
Characteristics of Participants. Figure 1 (page 13) describes the participants for the two years in terms of sex, affiliation, and level of educational responsibility. As may be readily seen, there have been some rather interesting changes in that the Year 02 participants included a higher proportion of females and of school level participants than did Year 01 group. Changes in level of responsibility are minor and almost surely due to sampling fluctuations.

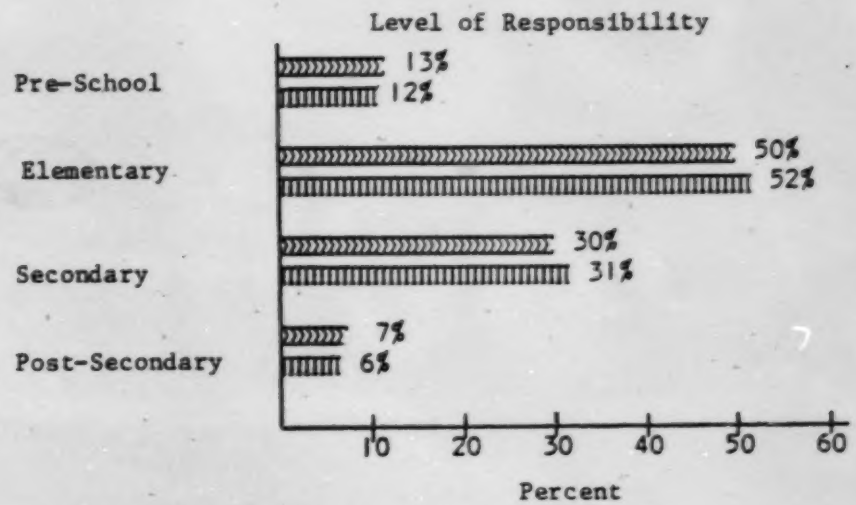
Figure 2 (page 14) gives additional descriptive information with regard to type of position held. It is difficult to interpret changes that occurred in type of position because two additional categories (program/project director and psychologist/counselor) were added for the Year 02. While administrators, supervisors, and evaluators/researchers showed some reductions, it may be at least partially due to a switch to one of the new categories. However, it would appear that there was some slight increase in the proportion of classroom teachers who attend training sessions.

Figure 3 (page 15) shows previous exposure to courses or training in statistics and measurement and evaluation. The fact that there seems to be a clear trend toward less training in these two areas among Year 02 participants would tend to support other indications that the second year workshops did, in fact, reach farther down the general educational hierarchy than was true in Year 01.

Figure 1. Sex Affiliation and Level of Responsibility

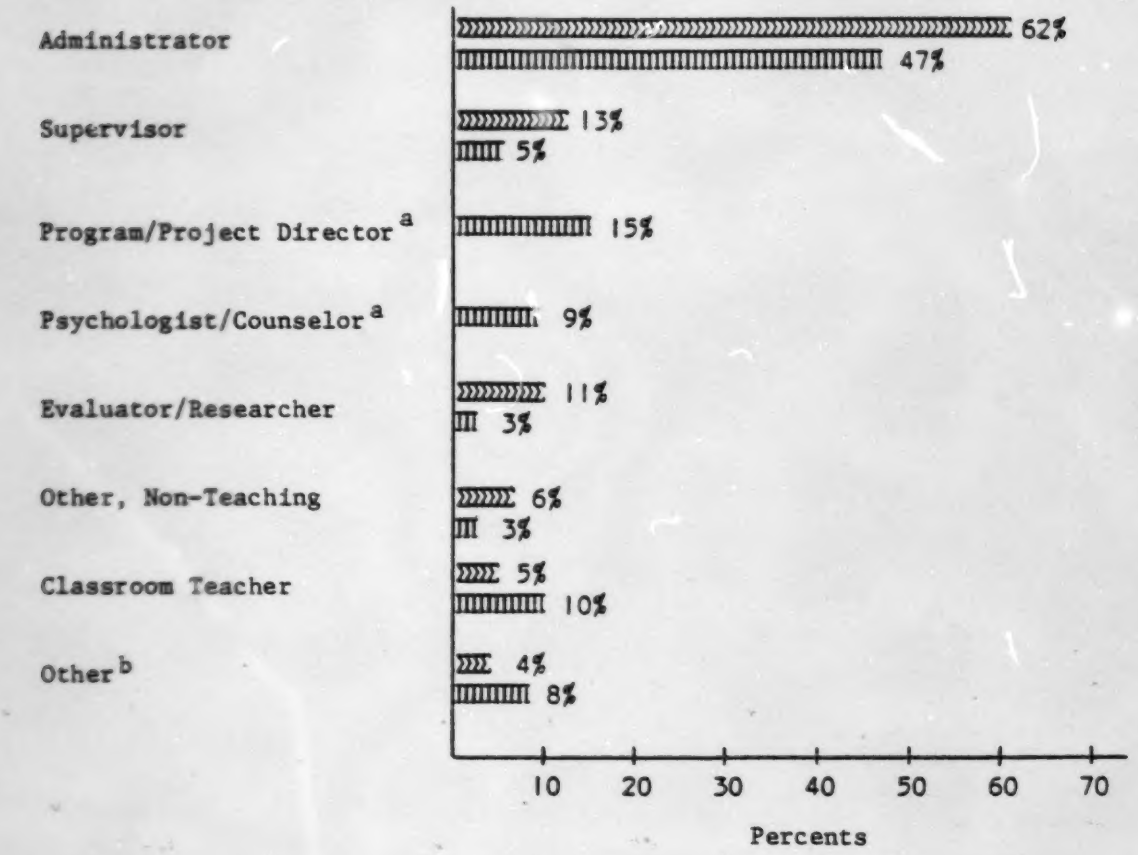






Legend - ▨ = Year 01
▥ = Year 02

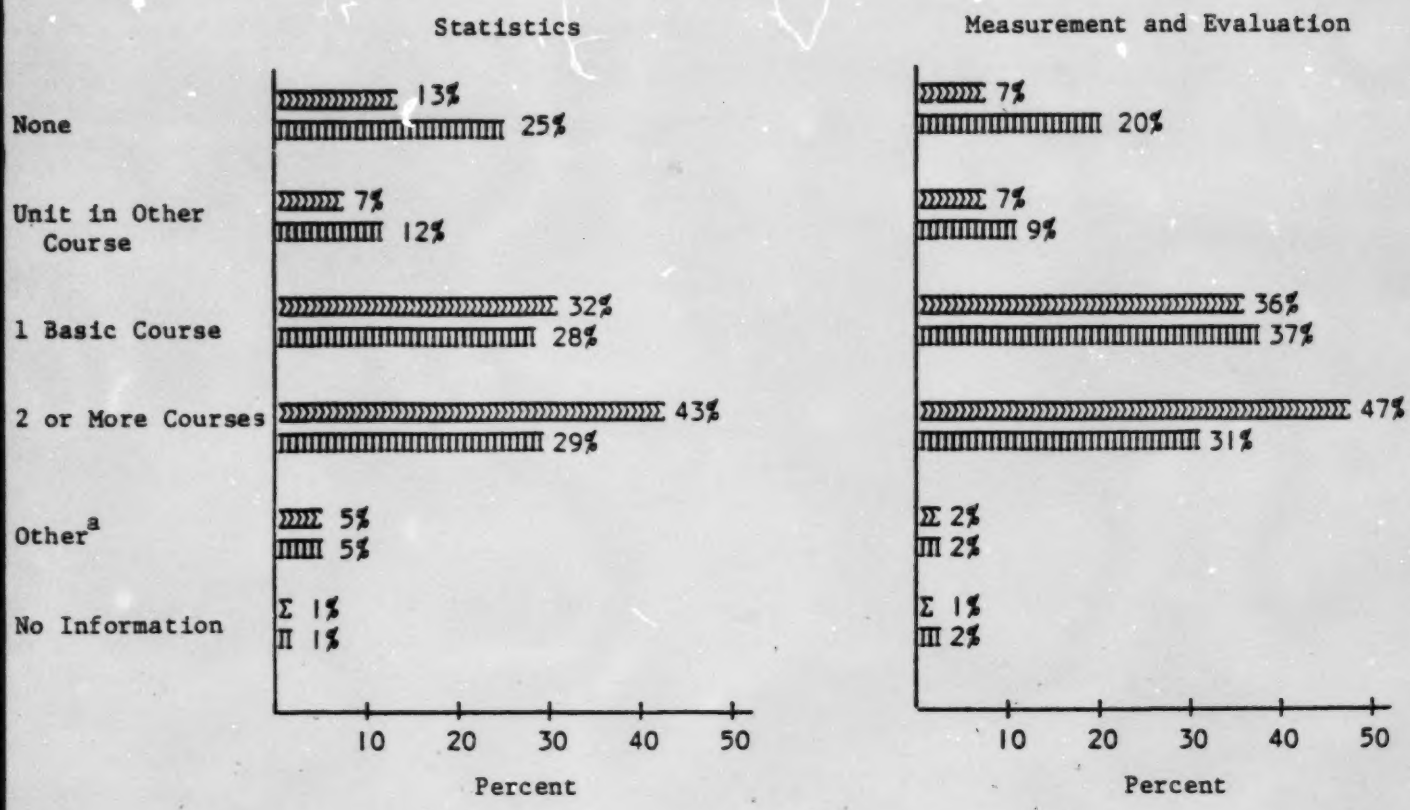
Figure 2. Type of Position



[a] Not a category in Year 01.

[b] These included primarily resource teachers, coordinators, reading specialists.

Figure 3. Previous Training in Statistics and Measurement and Evaluation



[a]These include such diverse comments as "minor in evaluation," "district and county in-service," "doctoral program," "math major in college," "training as member of Technical Advisory Committee," and so on.

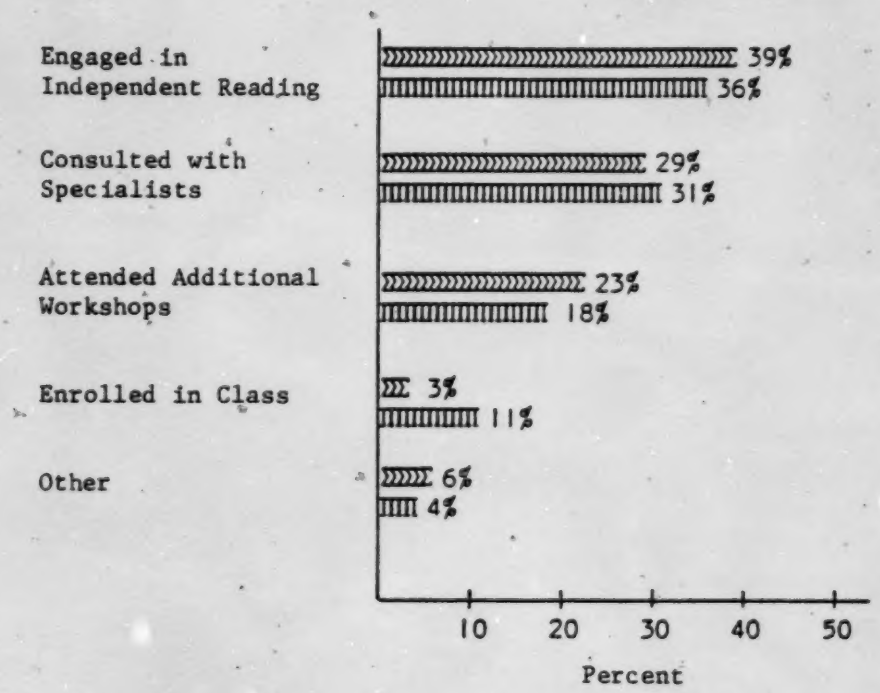
Evaluation of the Workshop Sessions. *Perceived Usefulness of EIP Information.* The first question dealing with the participants' evaluation of the training sessions was "Have you made use of any of the information presented last year at the EIP workshop?" Seventy-eight percent (183) of those responding claimed they had. This is consistent with the previous year's results in which 80 percent (301) replied affirmatively.

Initiative Taken to Seek Further Information and/or Training on Evaluation. The second question dealt with the participants' initiative to become better informed in the area of evaluation. Specifically, they were asked "Have you sought further information and/or training on any of the workshop topics?"

About one-third (77) said they had, and 47 percent of those (54) claimed they had been motivated by EIP to do so. This is somewhat less than the 40 percent of Year 01 participants who claimed to have taken some initiative to seek further information.

Figure 4, below, shows the relative frequency of the types of activities in which the participants engaged.

Figure 4. Types of Activities Participants Engaged In

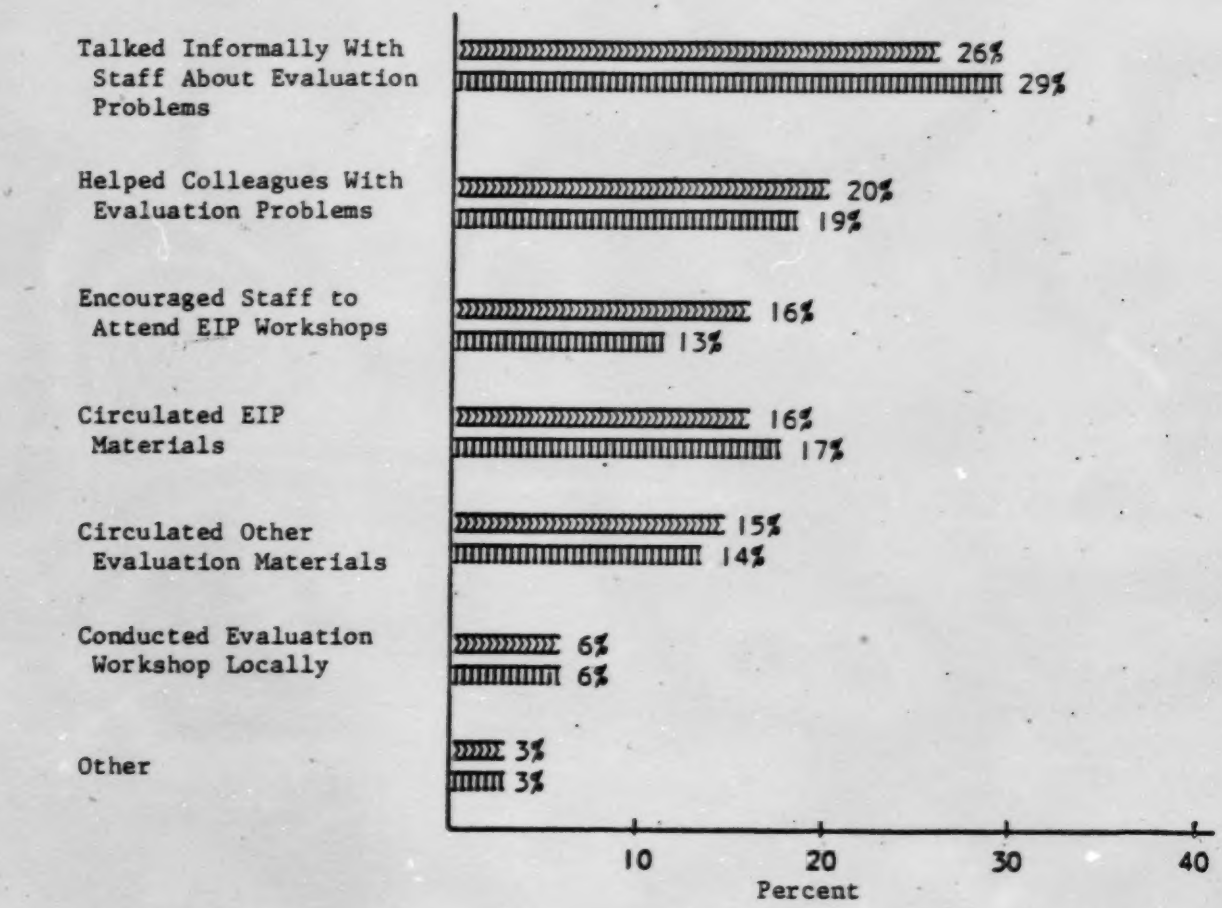


The patterns for the participants are quite similar when the two years are compared. Independent reading and consulting with specialists appear to be the two most frequent activities in which participants engaged.

Attempts to Encourage Other Staff to Improve Skills in Evaluation. In response to the question "Have you taken any steps to get other professional staff in your district to improve their skills in program evaluation?" 64 percent (157) said they had. This is only somewhat less than the 70 percent (263) of Year 01 participants.

As may be seen from figure 5 below, the types of activities engaged in are quite similar for both sets of participants. Informal discussions with staff about evaluation problems and helping colleagues with evaluation problems continue to be the two most frequent activities in encouraging other staff to improve their skills in evaluation.

Figure 5. Steps Taken to Encourage Other Staff to Improve Program Evaluation Skills



The Effect of the EIP Workshops on Participants' Current Behavior. One gauge of the effectiveness of any training program is whether it produces changes in the behavior of the participants. While the preceding questions are all related tc the concept of behavioral change, a more direct attempt was made to address this issue by asking "This year, are you doing anything differently or better in relation to program evaluation than you did last year, because of your participation in the EIP workshop?" Seventy percent (165) claimed they were, as compared with 53 percent (199) the previous year.

Table 7, below, categorizes the types of changes claimed by the participants for the two years. As may readily be seen, they feel they are

Table 7

Changes in Participants' Behavior Which They Attributed to Attendance in EIP Workshop

	Year 01[a]		Year 02	
	Number	Percent	Number	Percent
More Skilled With Evaluation	64	31	105	15
Doing Better Data Collection and Analysis	25	12	87	12
More Involved With Evaluation	23	11	98	14
Working More With Staff on Program Evaluation	21	10	91	13
Better Organized in Planning for Evaluation	16	8	82	12
Better Reporting of Evaluation Findings	12	6	56	8
Changed/Adjusted Evaluation Designs for Ongoing Projects	11	5	43	6
Better Selection of Test Instruments	10	5	35	5
Greater Awareness of Need for Evaluation	10	5	99	14
Other	12	6	12	2
Totals	204		708	

[a] This question was given in free response form in Year 01 and the categories developed were used in check list form in Year 02. This, quite likely, explains the differences noted in absolute frequencies between the two years.

better prepared to deal with specific tasks required in carrying out the evaluation process. One respondent commented that he was "More disturbed with the limitations of the evaluation forms I am using now."

Participants' Attitudes Toward Evaluation. The last question attempted to get an affective response to present attitudes towards evaluation. The great majority of respondents gave positive and encouraging responses, although some remained disenchanted. There also seemed to be some consistency between the reactions in Year 01 and Year 02 in the two most frequently mentioned categories. In general, an appreciable number of participants said that evaluation is valuable, important, and necessary and that it made them feel more secure and knowledgeable. Table 8, below, summarizes their responses.

Table 8

Participants' Current Attitudes Toward Evaluation

	Year 01		Year 02	
	Number	Percent	Number	Percent
Important/Necessary/ Valuable	96	28	54	25
More Secure/Knowledge-able/Skilled	96	28	43	20
Same as Before	42	12	5	2
Excellent/Positive	40	12	18	8
Difficult to Tell	40	12	--	--
Need Follow-up/More Specific Training	8	2	25	12
Workshop Time Well Spent	--	--	25	12
Useful Tool/Materials Helpful	11	3	8	4
EIP Personnel Doing Good Job	--	--	14	6
Not as Threatened	9	3	--	--
Negative Comments[a]	4	1	24	11
Totals	346		216	

[a] Too time consuming, complicated, waste of time, frustrated, uncomfortable.

Selected examples of their comments, both positive and negative, follow:

- Program evaluation, though painful, is necessary. It forces the teacher to identify his goals and teach toward those goals. It helps to promote organization and structure in the classroom, and thus it helps slow learners who must have this kind of security.
- It makes the evaluation more objective. However, it is more time consuming, and with emphasis being placed on personnel evaluation a real problem in regards to time versus priorities arises.
- Essential, but it is difficult to convince staff that the planning time can really make their teaching tasks more efficient.
- I really didn't feel that my time was well spent. I'm not sure whether that reflects a weakness in the program or the lack of intrinsic value in studying values education.
- Too complicated to utilize at school level and for my needs.
- Supportive--the EIP workshops were a valuable supplement to graduate-level training. Concise materials, tastefully bound and highly organized, were the prime benefits of workshop attendance.
- I think it is important enough to take the time to fill out this form.
- Necessary evil.
- Continue to feel evaluation (formal process) takes much teaching time away from self/pupils. Meet a great amount of resistance from other staff, possibly because they won't/don't make use of evaluation materials except to collect information for the process.

- Less anxious--better able to interpret data--learned skills in wording for using locally developed questionnaires, inventories, etc. Assisted me in obtaining funding for three additional projects.
- Good plan, but so gigantic it is almost overwhelming. Need more specifics and examples.
- I would have used the time spent more efficiently if I had stayed in the classroom. The courses I have taken in administration and supervision in graduate school have been helpful.
- I still feel we have some distance to go--we still evaluate to determine where people are short or deficient rather than to promote greater potential development.
- It is necessary! Evaluation is generally done rather badly, if at all.
- It has been so long since I attended this workshop that my evaluation is not valid. My only lasting impression was that I was wasting time and that I was not hearing anything that I had not heard before.
- I don't understand why my district went to such expense to have us go through this course.
- Needs to be given more often as a one-shot program does not fully open the doors to new and better means of evaluation.
- To be honest, I really felt that I gained very little from the classes. I really don't remember any real important topics mentioned.
- Have a much more knowledgeable working ability for writing programs. The importance of terminology to be used in writing a program. I felt it a privilege to have the opportunity to attend. Excellent!

Summary

In summary, two follow-up studies designed to assess the effectiveness of the California Evaluation Improvement Project were conducted on first-year and second-year participants.

While survey techniques have all the limitations of any self-report, the overall responses would seem to provide evidence that the effects of the project have been both positive and lasting.

Main findings are summarized below:

- While the Year 01 workshops were aimed at and had reached "middle management" levels in education, Year 02 workshops tended to move somewhat down the educational heirarchy.
- Consistently high proportions of participants claimed they had made use of the information presented in the workshops (80% in Year 01; 78% in Year 02).
- A fair proportion of participants said they had taken the initiative to seek further information or training in evaluation (40% in Year 01; 33% in Year 02). Of those who responded affirmatively, 25 percent and 47 percent respectively in the two years attributed their motivation to the EIP workshops.
- In both years, the two most frequent types of evaluation-related activities in seeking further information were independent reading and consultation with specialists.
- The majority of participants said they had done something to encourage other staff members to improve their skills in evaluation (70% in Year 01; 64% in Year 02).
- The two most frequent activities in attempting to encourage others were 1) talking informally with others and 2) helping colleagues with evaluation problems.
- The majority of participants claimed they had done something differently in relation to program evaluation and attributed it to their participation in the workshop (53% in Year 01; 70% in Year 02).

- Participants in both years said they felt more skilled with evaluation procedures, had become more involved, were working more with other staff, and were using better procedures and techniques.
- Current attitudes of participants towards evaluation were generally positive, although some remained disenchanted.
- An appreciable number said they recognize evaluation as valuable, important, and necessary and said they felt more secure and knowledgeable in the area.

DISTRICT OFFICE (LEA)

SURVEY

DISTRICT OFFICE SURVEY

Evaluation Improvement Project

The following questions are designed to help the Evaluation Improvement Project gain two types of information. First, to identify program evaluations which, in the opinion of the district, are being effectively and comprehensively implemented. Second, to provide certain types of information which the project can use to tailor its efforts to provide maximum service to districts and county offices during the current year.

If you are aware of effective, comprehensive program evaluations, we would greatly appreciate seeing a copy of either the evaluation plan or strategy, or a report of results. This will assist the Project in locating examples which might be useful to others. It is not our purpose to "re-invent the wheel."

In the questionnaire, three of the items refer to the "Components of a Comprehensive Program Evaluation." These are seven steps identified by the Project as being necessary to planning and implementation of effective program evaluation.

To be of maximum help to the Project, we need this information by September 30. Your help will be greatly appreciated.

* * *

CIRCLE DISTRICT ADA: under 900 901 - 5,000 5,000 - 20,000 over 20,000

NUMBER OF SCHOOLS IN THE DISTRICT:

_____ Elementary

_____ Jr. High/Intermediate

_____ High

Name _____

Position _____

District _____

NOTE: If you have any questions about the Survey, please call

_____ at _____

I. SOURCES OF HELP: FEDERAL OR STATE-FUNDED PROGRAMS

These items are designed to gather information about the personnel school districts use to obtain their primary help or expertise in conducting evaluations for FEDERAL or STATE-FUNDED programs. Check as many sources of help as apply for each evaluation component. Note the Example Column. The "example" checked this way means that in your district most program evaluation data are collected by school level classroom personnel and by paid consultants.

COMPONENTS OF AN EVALUATION PLAN	SOURCES: Schl. Level Classroom Personnel	Schl. Level Non-Classrm. Personnel	District Personnel	County Office Personnel	State Dept. Consultants	Outside Paid Consultants	OTHER (Specify)
(EXAMPLE) Collecting Data	X					X	
Determine Purpose of the Evaluation							
Developing Evaluation Plan							
Obtain Instruments and Tools							
Collecting Data							
Analyzing Data							
Reporting Results							
Applying Results to Planned Use							

II. SOURCES OF HELP: DISTRICT PROGRAMS

These items are designed to gather information about the personnel school districts use to obtain their primary help or expertise in conducting evaluations for DISTRICT programs. Check as many sources of help as apply for each evaluation component.

COMPONENTS OF AN EVALUATION PLAN	SOURCES: Schl. Level Classroom Personnel	Schl. Level Non-Classrm. Personnel	District Personnel	County Office Personnel	State Dept. Consultants	Outside Paid Consultants	OTHER (Specify)
Determine Purpose of the Evaluation							
Developing Evaluation Plan							
Obtain Instruments and Tools							
Collecting Data							
Analyzing Data							
Reporting Results							
Applying Results to Planned Use							

III. TYPES AND GRADE LEVELS OF PROGRAMS BEING EVALUATED

These items are designed to provide an indication of the types of comprehensive program evaluations which are most frequently conducted in your district, and the grade levels at which they are done. In areas where evaluation is being done in your district, indicate the approximate number and percentage of schools that are doing such evaluations (i.e., in a district of 10 elementary schools where 4 are doing a particular type of evaluation, 4 = 40%).

In addition, mark an "X" in the appropriate box or boxes to indicate where you feel your district is conducting especially effective comprehensive program evaluations.

TYPES OF PROGRAMS	GRADE LEVEL			
	Pre-School and ECE	Regular Elementary	Intermediate or Junior High	Senior High
SPECIALLY-FUNDED CATEGORICAL PROJECTS				
E. C. E.				
Title I				
EDY (SB 90)				
Bilingual				
Other:				
Other:				
REGULAR SCHOOL SUBJECT AREAS				
Reading				
Mathematics				
Social Science				
Other:				
Other:				
SCHOOL SUPPORT SERVICES				
Pupil Personnel				
Other:				
Other:				

(If more space is needed, attach additional sheets.
If evaluations are conducted in "other" programs,
please indicate the type of program.)

IV. AVAILABLE SKILLS IN APPLYING COMPONENTS OF A COMPREHENSIVE PROGRAM EVALUATION

These items are designed to help identify those components of comprehensive program evaluation which you feel most schools in your district are capable of conducting for themselves (with or without district office assistance), and those areas where you would like to see training programs developed. This will help the Project in designing its inservice training which will be made available later this school year. Place an "X" in the appropriate column or columns for each component listed on the left.

COMPONENTS OF COMPREHENSIVE PROGRAM EVALUATIONS	Staff Has Adequate Skills		Would Like to See Training Programs Developed
	Categorical Programs	Regular Programs	
Determine Purpose			
Develop Evaluation Plans			
Obtain Instruments/Tools			
Collect Evaluation Data			
Analyze Evaluation Data			
Report Results			
Apply Results to Planned Purpos			

V. ADDITIONAL INFORMATION

A. Comment on any additional items related to the survey:

B. Comment on what you consider to be the chief roadblocks or constraints to conducting good program evaluation in schools (i.e., lack of desire or motivation, staff resistance, lack of skill, etc.).

C. Do you have what you consider to be good examples of program evaluations? YES _____ NO _____

D. If so, would you be willing to share these with others? (Do not return examples with the survey. We will contact you). YES _____ NO _____